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ABSTRACT

An Assertiveness Skills program for faculty members at a major southwestern university was developed and evaluated. This paper describes the procedures used to (1) assess faculty concerns related to the interpersonal aspects of the instructional situation, (2) develop an assertiveness skills workshop series designed for university faculty, addressing those concerns, (3) conduct the workshops and (4) evaluate the results. Ss were randomly assigned to experimental and waiting list control groups. Outcome measures included pre- and post self-reports of social competence and in-lab behavioral situations, and self-reported amount of change both immediately after the workshop and at a six month follow-up. Results indicate the effectiveness of an assertiveness skills program in increasing self-confidence and assertive behavior. Followup results indicate that these changes are maintained over time and tend to generalize to situations other than those related to instructional situations. (Author)

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DEVELOPMENT OF AN ASSERTIVENESS TRAINING MODULE FOR COLLEGE-LEVEL INSTRUCTORS

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BACKGROUND OF THE PROGRAM

Origin and Purpose of the Study

The Center for Teaching Effectiveness at the University of Texas was established to assist faculty members and teaching assistants (TA's) in the improvement of instruction at all levels. In addition to conducting seminars and workshops, the Center has consultants available to work with faculty members on concerns related to teaching, such as problems of course design, teaching approaches, or test construction. The consultants found that frequently the underlying causes of ineffective teaching were related not so much to lack of technical expertise as to deficiencies in interpersonal and communications skills. These deficiencies were of two types: one consisting of inadequate behavioral repertoire (e.g. "How do I set limits in the classroom without sounding harsh on the one hand or wishy-washy on the other hand?"), the other consisting of cognitive or affective obstacles to implementing behaviors already in their repertoire (e.g. "How can I overcome feeling selfish or guilty when I say 'no' to a student?"). Anxiety about relating to students produced tension not only in teaching assistants and less experienced faculty, but also in professors with many years of teaching experience. This tension was being communicated to the students and contributed to a less-than-optimal learning environment.

In order to deal directly with the interpersonal and intrapersonal aspects of teaching concerns, the Hogg Foundation for Mental Health funded a pilot program to design a series of seminars for college instructors on assertiveness skills and anxiety reduction. The program extended from September to December 1976. The objectives of the pilot program included: 1) developing a five-week seminar program to teach skills in assertion and anxiety reduction in the context of the student/teacher interaction, 2) offering the seminar to interested faculty and teaching assistants, and 3) evaluating the effectiveness of the seminar.

Procedures Used to Assess Faculty Concerns

It was felt that a survey of University instructors would enable the Center for Teaching Effectiveness (CTE) to formulate a program to meet actual needs of teachers and to ascertain the amount of interest in this type of program.

The purpose of the survey was to answer the following questions:

1. Is there a real need and interest in an Assertiveness Skills program?
2. At what academic rank is the greatest interest expressed?
3. What are the specific areas that are of most concern and should be included in an Assertiveness Skills program?
4. Is there a difference in the concerns of faculty and TA's?

Interviews were held with individual faculty members representing a number of different academic departments. Interviews were open-ended and the concerns relating to student/teacher interaction which were most frequently mentioned served as the basis for a questionnaire.

The questionnaire included 12 typical situations that instuctors were asked to rate on a 5-point Likert scale and an additional four questions related to assertiveness and self-confidence. The questionnaire was mailed to the entire faculty, including TA's and new faculty.

Responses were received from 325 faculty out of 1900 (17% return), and 118 TA's out of 1400 (8% return), representing a typical rate of return for CTE mailings. The TA's responded in smaller numbers than anticipated. The reasons are a matter of conjecture at this point. Since questionnaires to TA's were not mailed directly to them but were left for distribution by the individual departments, there is a possibility that some may not have been received. An alternative hypothesis is that TA's do not experience as much pressure as do faculty in their relationships with students.

The level of perceived difficulty was relatively high. The top four situations were rated as either of great or definite concern (1 and 2 on a 1 to 5 Likert scale) by 30% of the total faculty and 38% of those instructors

interested in the workshop. Only 23% of the TA's rated the top four situations as of definite or great concern. Faculty rated their top concern dealing with "Administrators making excessive demands on your time," followed by "Students suspected of academic dishonesty." The top concerns of TA's were dealing with "Students who are not meeting the requirements of the course." followed by "Students suspected of academic dishonesty."

In the "other" problem areas, few faculty or TA's admit to feeling nervous, appearing lacking in self-confidence, or feeling dissatisfied with their teaching effectiveness. However, almost one-third of faculty and TA's say they feel uncomfortable defending their interests in certain situations, and of the faculty interested in the workshops, almost half consider this a problem area.

Of the total of 443 respondents, 293 (66.14%) expressed either some or a great deal of interest in attending an assertive skills seminar (66.01% of the faculty and 78.45% of the TA's). The group expressing the greatest amount of interest was faculty at the assistant professor level (71), followed closely by faculty at the associate professor level (66), although 48 full professors also expressed an interest in the program.

Faculty consistently express a higher level of difficulty in dealing with students than do TA's. This difference is expecially marked in those instructors interested in attending the workshop. Despite what appears to be greater need on the part of faculty, interest in attending the workshops is somewhat higher for TA's.

IMPLEMENTATION OF THE PROGRAM

An attempt was made to determine if an Assertiveness Skills program for university faculty had been developed elsewhere in the United States. We were unable to locate such a program, and thus had to develop supporting material and evaluation instruments for use with a university faculty population, in a relatively short period of time.

Development of Supporting Material

Prior to the beginning of the workshops, the following were developed: (1) the format for the five sessions, (2) a booklet dealing with basic assertive and cognitive restructuring concepts particularly as applied to the teaching situation, and (3) a video-tape to be used at the first session of the workshop.

It was decided to vary the format and the individual exercises used in each of the three workshops offered in an effort to determine the most effective approach. After the last workshop, the most effective components (as rated by participants) were organized into a single program, using input from each group and the judgment of the two co-leaders.

A booklet was developed for use by participants in the workshop, since we were unable to find any written material that applies assertive concepts to the student/teacher interaction. The topics covered are :
I. Nonassertive, Aggressive, Covertly Aggressive and Assertive Behavior; II. Times When Assertiveness is Not Appropriate; III. Human Rights; IV. Obstacles to Being Assertive; V. Increasing Assertive Behavior; VI. Components of Nonverbal Communication; and VII. Components of Internal Messages.

The video-tape consisted of a teacher responding to three different situations: (1) a student wanting a grade changed, (2) asking a colleague for a favor, and (3) a student requesting a special appointment. The method of contrasted role-plays was employed. The teacher in each situation responds first in a non-assertive manner, then in an aggressive manner, and finally gives an assertive response. The tape was for use in the first session, for instructional purposes only.

The Assertive Skills Workshop

It was decided to offer two workshops (N = 12-14), one for teaching assistants and one for assistant professors, each consisting of a 5 week series meeting once a week for two hours. A letter was sent to all the

teaching assistants, assistant professors and new faculty members describing the program series and specifying dates and times of the workshop. A separate letter was sent to department chairmen. Enough requests were received to fill both workshops and to set up a third workshop for assistant professors starting later in the semester and consisting of four weekly sessions. This third group was used as a control group of evaluation purposes. In addition, 30 instructors were placed on a waiting list and were contacted in Spring 1977 when additional workshops were offered.

The experimental nature of the program was explained to all potential participants, and the need was made clear for their commitment to (1) attend all sessions of the workshops, and (2) participate in two evaluation sessions.

Participants were asked to fill out a Participation Consent Form. They were also asked to participate in an assessment procedure prior to the beginning of the workshops, consisting of a paper/pencil self-report measure of social competence and of an in-lab behavioral measure of assertiveness. At the conclusion of the first set of workshops, all participants were asked to come in again to repeat the assessment procedure. In addition, participants were asked to complete an evaluation of the workshop at the end of the last session, which was completely anonymous. The assessment instruments are described in the Evaluation Section.

The major emphasis in the workshops was on role-playing of specific situations which had been identified by the participants as problem areas. Anxiety reduction by the use of cognitive restructuring was also stressed. Another important component was the homework assigned at the end of each session, which was designed to put into practice what had been learned during the session. A typical session would begin with a review of the homework assignment. Any problems or questions which arose during the week were discussed and resolved. This would be followed by a brief didactic presentation by the leaders, introducing new concepts and answering questions about them. When the new concepts were understood, participants were asked to role-play situations in which the concepts would apply. The role-playing was done initially in groups of three. As the participants became more comfortable with each other and with role-playing, the size of the groups

was increased, until by the fourth session role-playing was done in a single large group. The situations that were role-played were generated by the individual participants. Although the primary emphasis throughout the workshops was on aspects directly related to the instructional situation, personal concerns were not excluded from consideration, should someone wish to bring them up. The few people who did bring up personal concerns did so only at the fifth and final meeting. The concerns of each group were expressed in the form of goals which were generated at the first and second sessions.

Although it had been anticipated that the faculty groups would be more reluctant to role-play situations in the group, this was not found to be the case. Members of all groups participated enthusiastically in the exercises, and many said the role-playing had been the most helpful part of the workshop.

Attendance at the workshops varied. The TA workshop had only 2 absences in the 5 weeks and no dropouts. The first faculty workshop had 6 absences and 1 dropout during the 5 sessions. The second faculty group had 5 absences (most of these in the last session) and 2 dropouts. It was felt that this latter group was held too close to the end of the semester, the last session being the week before final exams.

EVALUATION OF THE PROGRAM

In evaluating the effectiveness of the program, four information sources were tapped. They were:

a. The participants' self-perceived social competence as measured by a five point Likert-scale questionnaire;
b. The participants' responses to a taped situation test in which assertive responses were required;
c. The participants' evaluation of the seminar itself and its usefulness to them; and
d. An informal six month follow-up survey.

In addition, an attempt was made to obtain measures of instructor change as perceived by the students in the class. Participating instructors were asked to add a special set of questions to the University's Course Instructor Survey which is administered at the end of the semester. Not enough data were received to make any meaningful comments about this evaluation procedure.

Self-Perceived Social Competence Questionnaire

To determine each participant's evaluation of his own assertiveness, a questionnaire was developed, modeled after the Texas Social Behavior Inventory (Helmreich, Stapp and Ervin, 1974). When factor-analyzed, this latter instrument reveals factors of (1) confidence, (2) dominance, and (3) social competence. A modified form was adapted to relate to the instruction situation. Sample items included: "I enjoy being in front of a large classroom," and "To be honest, students often take advantage of me." The participant was asked to rate each of twenty-nine statemetns on the degree to which it characterized his own behavior, from "Not at all characteristic of me" to "Very much characteristic of me."

The questionnaire was administered before the seminar began and after it ended for the faculty and teaching assistants in the first seminar and at the same interval for the group of faculty serving as control subjects.

The response to each question was scored on the basis of zero (aggressive or unassertive) to four (assertive) making a maximum possible of 116 points A sum total was computed for each questionnaire completed. Therefore each participant contributed one "pre" questionnaire and one "post" questionnaire to his group's mean. These means are show in Fig. 1. The solid line indicates the group of faculty (hereafter called Faculty [N = 9]) who participated in the test seminar. The dashed line indicates the group of teaching assistants (TA's [N = 11]) who took part in the seminar. The dotted line indicates those faculty who served as control subjects (hereafter referred to as Control [N = 10]). Table 1 shows the means and standard deviations for this figure.

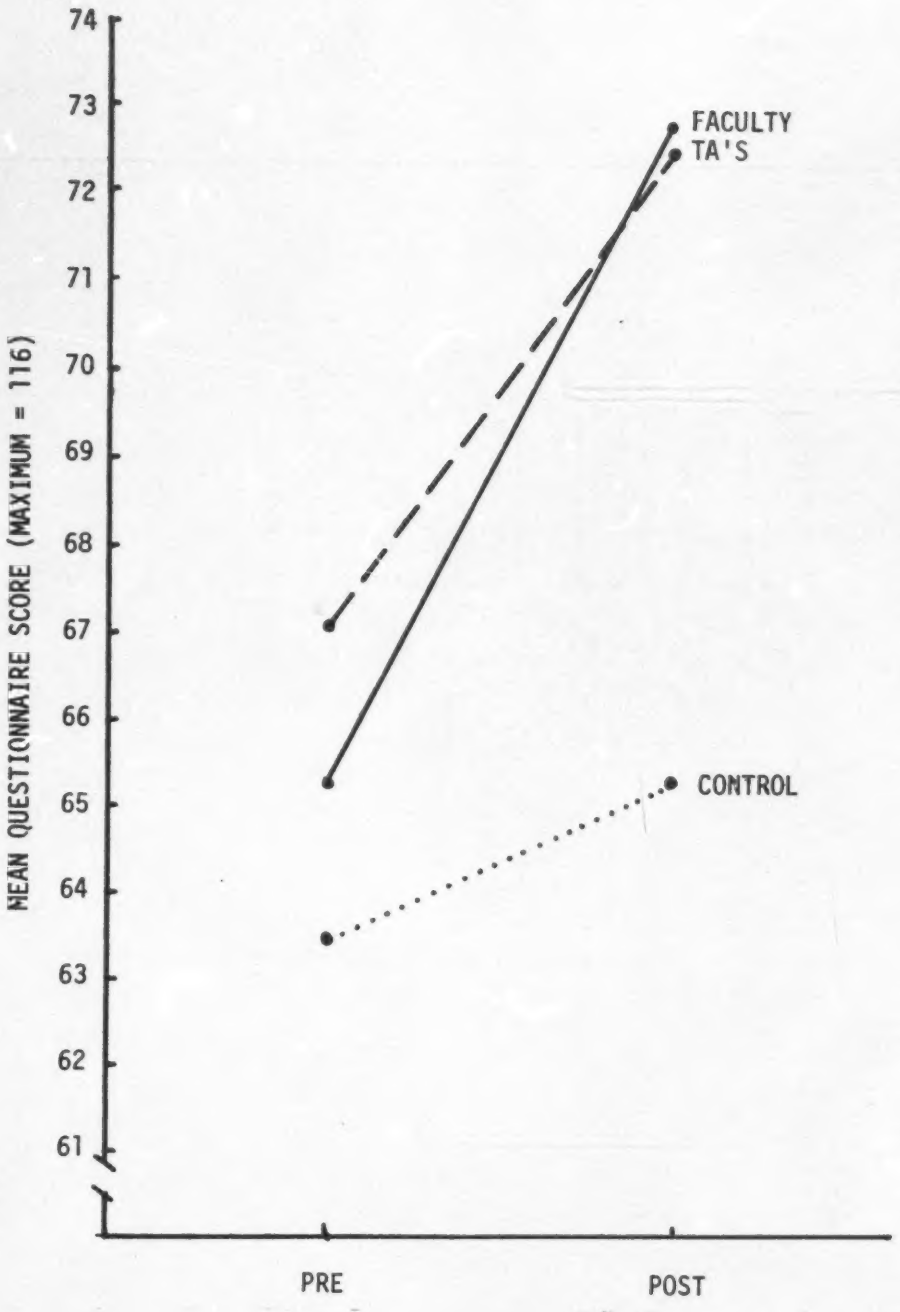

FIGURE 1: Social Competence Questionnaire: Means for faculty, TA, and control groups, of pre and postseminar scores.

TABLE 1. SELF-PERCEIVED SOCIAL COMPETENCE QUESTIONNAIRE: MEANS AND STANDARD DEVIATIONS FOR ALL GROUPS, OF PRE AND POSTSEMINAR SCORES.

Group	n	Preseminar	Postseminar
Faculty	9	$\bar{x}$ = 65.11 S_D = 9.98	$\bar{x}$ = 72.89 S_D = 11.89
TA	11	$\bar{x}$ = 67.09 S_D = 11.72	$\bar{x}$ = 72.46 S_D = 15.70
Control	10	$\bar{x}$ = 63.46 S_D = 13.84	$\bar{x}$ = 65.27 S_D = 13.44

It can be seen that there was an initial difference between the groups and when is apparently an increase in the two groups who participated in the seminar (Faculty and TA's) as compared to the Control subjects. An analysis of covariance revealed, however, that while this difference on the post-questionnaire approached significance ($F_{(1,28)} = 2.016$, $p < .164$), the large initial differences between the groups cancel these effects.

One factor contributing to these results was an effect of the questionnaire itself. In the analysis of covariance, a significant pre-post difference ($F_{(1,28)} = 34.74$, $p < .001$) was found when all groups were combined. It may be hypothesized that this is a testing effect which detracts from test-retest reliability of the instrument and from its usefulness as a measure. On the other hand, a test of internal consistency based on an item analysis gave a high degree of reliability ($r = .78$) when all pre-questionnaires were evaluated. This would indicate that the questionnaire in its present form is on the way to becoming a useful tool but much more work on test-retest analysis of questions needs to be done to improve it.

In-Lab Behavioral Measure of Assertiveness (Taped Situation Tests [TST])

In these tests the participants were required to respond to each of four simulated problem situations. The situations were presented by means of an audio-tape played on an automatic tape recorder which stopped the master tape when a response from the participants was required. In each situation the participant first heard a narrator's voice describing the problem situation. Then a second voice, representing either a student or a superior, made a statement to which the participant was to respond. A sample situation is:

> You have over-committed yourself to a large number of individuals studies students this semester and cannot possibly take any more students. A graduate student comes to your office.
>
> STUDENT: This semester I would like to do a special readings course in this new research procedure you've developed.
>
> YOUR RESPONSE:

When it was time for the participant's response, a red light came on and the master tape stopped. The participant made his response and then pressed the restart button. The student/superior then responded more aggressively, requiring a second response from the participant. The cycle repeated itself until the participant had responded three times. Each participant was exposed to four of these three-response situations successively. The entire session, which usually lasted between twenty and thirty minutes was recorded by a second recorder for later analysis. During the session the participant was left alone and undisturbed. The TST was administered in the same pre-post manner as the questionnaire.

To evaluate the participants' responses to the TST, an external evaluator listened to a random sequence of situations, scrambled by subject and specific situation, and coded so that the evaluation would be blind. She assigned a numerical value from 0 (inappropriate) to 6 (appropriate) to each response made by each subject and categorized each response as either unassertive, assertive or aggressive.

The analysis of the appropriateness measure first involved summing the three individual ratings received by a subject for the three responses to each situation to obtain a composite score for each situation. These values were then analyzed by a one-way analysis of variance to determine for each group if the situations differed during the pretest. No differences were found on any analysis. The mean values for each group on the preseminar test are shown in Tables 2 and 3. Because no preseminar differences across situations were found, a single composite appropriateness score was computed for each subject (the mean of situations one through four) for use in all additional analyses. These appropriateness scores were then analyzed in a two-way analysis of variance comparing preseminar-postseminar differences as one variable and group differences as the second variable. The summary tables for these analyses are found in Table 4. The analyses showed a significant group effect ($F_{(2,28)} = 3.83$, $p < .05$) and a significant pre-post comparison effect ($F_{(1,28)} = 10.99$, $p < .01$) but no interaction effects. Figure 2 illustrates these comparisons. A further analysis involving an analysis of covariance of the groups on the post-scores with the pre-scores as covariate confirmed these same results.

TABLE 2. TAPED SITUATION TEST: MEANS AND STANDARD DEVIATIONS FOR ALL GROUPS OF PRE AND POSTSEMINAR SCORES

GROUP		PRESEMINAR		POSTSEMINAR		
		Mean	SD	Mean	SD	
Faculty / Situation	1	12.56	1.66	14.33	0.75	
	2	13.44	1.18	13.69	1.84	
	3	11.13	2.43	13.06	2.07	
	4	12.78	2.51	14.50	2.29	
	Summary	12.89	1.52	14.07	1.30	n = 9
TAs / Situation	1	12.72	3.00	13.57	1.79	
	2	13.17	1.56	13.00	1.38	
	3	12.38	1.83	12.05	1.55	
	4	11.09	4.12	13.41	1.58	
	Summary	12.32	1.74	13.06	1.01	n = 11
Control / Situation	1	12.72	3.88	12.00	3.77	
	2	11.50	2.93	12.00	2.27	
	3	11.64	3.68	12.50	1.91	
	4	10.00	4.05	13.13	1.55	
	Summary	11.43	2.40	12.40	1.68	n = 10

TABLE 3. TAPED SITUATION TEST: MEANS AND STANDARD DEVIATIONS FOR ALL GROUPS OF THE PERCENTAGE OF ASSERTIVE, UNASSERTIVE AND AGGRESSIVE RESPONSES, PRE AND POST-SEMINAR.

	GROUP	PRESEMINAR		POSTSEMINAR		
		Mean	SD	Mean	SD	
Assertive	Faculty	79.94	18.16	85.81	11.40	
	TA	73.24	21.82	80.31	11.40	
	Control	63.62	22.93	75.02	20.19	n = 9
Unassertive	Faculty	13.89	19.99	2.27	4.60	
	TA	17.67	15.96	6.31	10.85	
	Control	19.16	23.59	12.49	14.82	n = 11
Aggressive	Faculty	6.17	8.13	12.03	12.36	
	TA	9.09	11.12	13.38	11.83	
	Control	17.22	20.37	12.49	11.49	n = 10

TABLE 4: Taped Situation Test: Analysis of Variance Summary Tables

I. ANOVA for Group by Pre-post using summary appropriateness scores.

BETWEEN	SS	df	MS	F	p
Group	27.882	2	13.94	3.83	<.05
S w/ groups	109.326	28	3.64		
WITHIN					
Pre-post	17.156	1	17.156	10.09	<.01
Interaction	0.344	2	0.176	0.11	>.1
B by s w/ groups	46.676	28	1.56		

II. Analysis of Covariance for Group differences on Post summary appropriateness scores with pre-scores as the covariate.

COVARIATES	SS	df	MS	F	p
Preseminar	31.092	1	31.092	9.557	<.005
Group	.898	2	.449	.138	>.1
Residual	84.586	28	3.253		

III. ANOVA for Group by Pre-post using percent assertive responses.

BETWEEN	SS	df	MS	F	p
Group	2027.72	2	1013.86	2.21	>.1
S w/ groups	13716.58	28	457.22		
WITHIN					
Pre-post	1086.62	1	1086.62	5.58	<.01
Interaction	92.97	2	46.492	.24	>.1
S w/ groups	5845.86	28	194186		

IV. ANOVA for Group by Pre-post using percent unassertive responses.

BETWEEN	SS	df	MS	F	p
Group	659.94	2	329.97	.88	>.1
S w/ groups	11229.28	28	374.31		
WITHIN					
Pre-post	1612.22	1	1612.22	8.28	<.01
Interaction	85.30	2	42.65	.22	>.1
B by S w/ groups	5842.30	28	194.74		

V. ANOVA for Group by Pre-post using percent aggressive responses.

BETWEEN	SS	df	MS	F	p
Group	584.79	2	292.395	1.49	>.1
S w/ groups	5879.82	28	195.99		
WITHIN					
Pre-post	48.37	1	48.37	.51	>.1
Interaction	388.55	2	194.28	2.05	>.1
B by S w/ groups	2849.26	28	94.98		

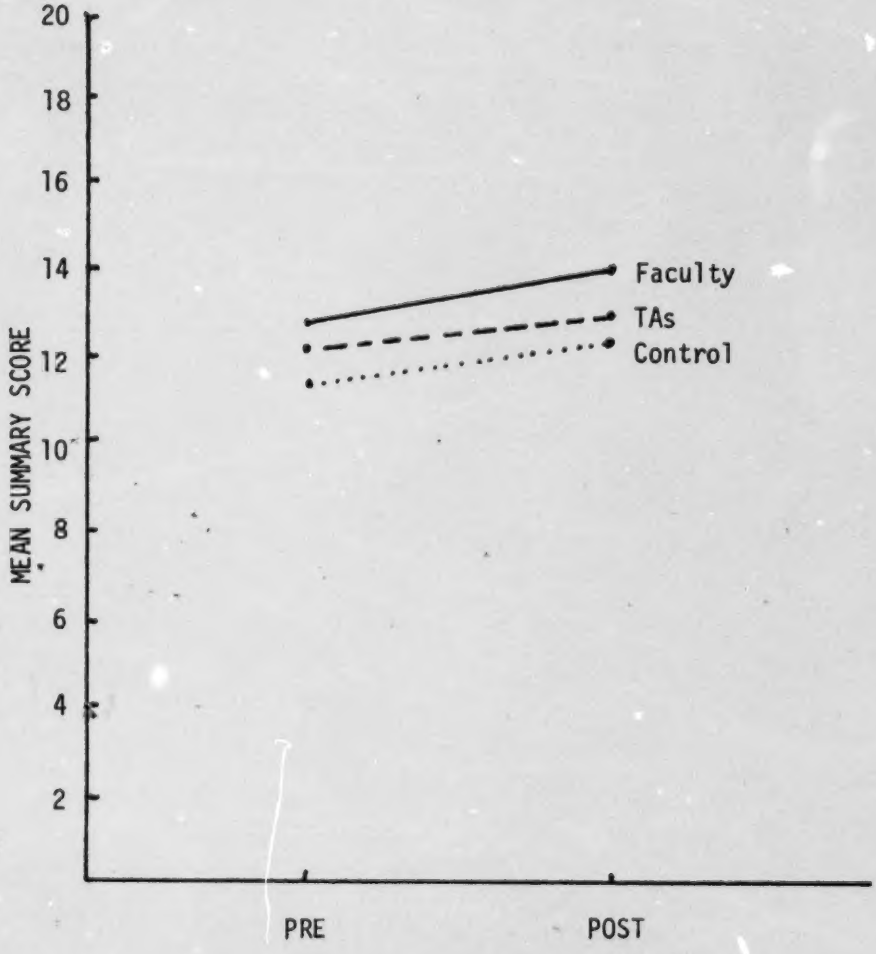

FIGURE 2: Taped Situation Test: Summary appropriateness scores for all groups, of pre and postseminar scores.

The categorization of responses into unassertive, assertive, and aggressive was converted into percent of total responses for analysis. Each subject received three scores from this conversion, the percent of total responses classified as unassertive, the percent classified as assertive and the percent classified as aggressive. The groups were then compared in a two-way analysis of variance with Group as one variable and Pre-post as the second variable. For the analysis of assertive responses and the anlysis of unassertive responses a pre-post difference was found ($F_{1,28} = 5.58$, $p < .01$; $F_{1,28} = 8.28$, $p < .01$, respectively). The group differences and the interactions for these two analyses were not significant. None of the variables in the analysis of aggressive responses proved to be significant. The means for these analyses are shown in Figures 3 through 5.

These analyses taken together indicate the possible existence of a testing effect. Subjects in all groups appear to do better on the second test than the first, possibly due to familiarity with the situation or to covert review of their responses between the test leading to better responding the second time, sort of an "I wish I had said" phenomenon. This effect may indicate the usefulness of this instrument as a teaching or practice device.

The failure to find any significant interaction effects could be due to a failure of the treatment (seminars), to the insensitivity of the test to differences, or to an overpowering effect of the test-retest phenomenon.

The overall evaluation of the TST as an instrument in measuring seminar effectiveness is unclear. Comments from the participants indicated a wide spread of opinion on its value. Some found it artificial and easy to handle where in real life they would have not been able to respond in a similar situation. Some found it very intimidating. As a tool for rigorous evaluation the TST is probably not the best instrument. As a working tool to help participants learn and practice responding it may serve a useful function. Further work on its value in both situations is needed and other avenues for a behavioral test of seminar effectiveness must be explored.

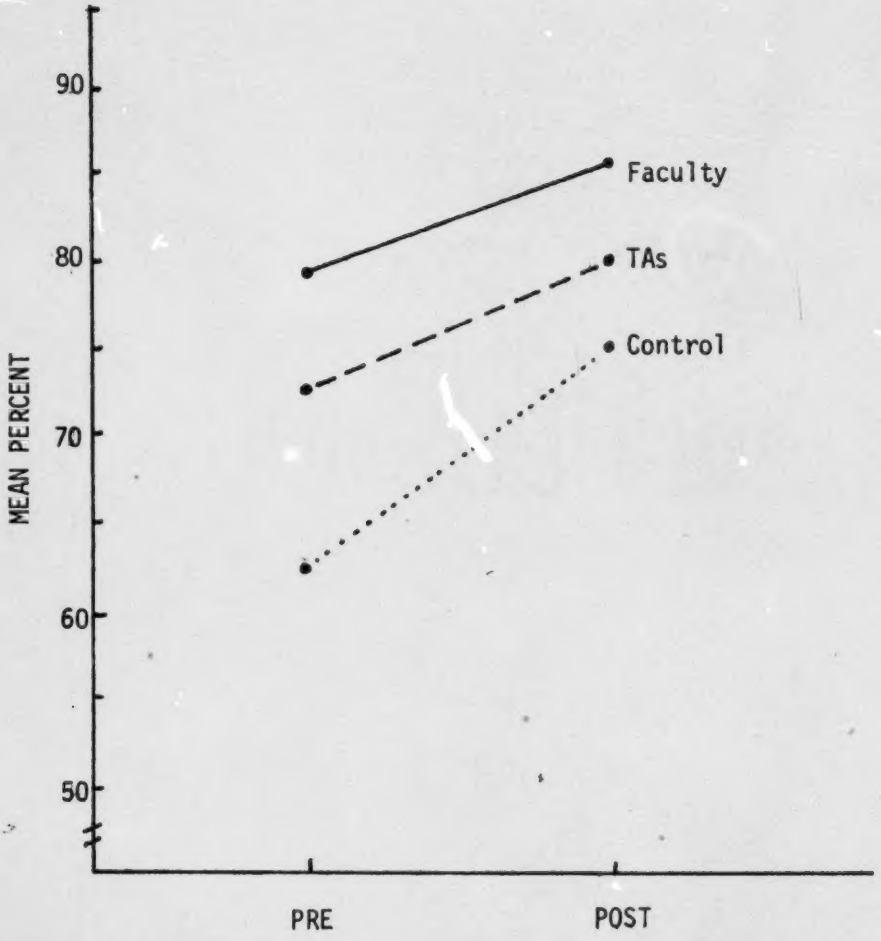

FIGURE 3: Taped Situation Test: Percent of assertive responses made by each group, pre and postseminar.

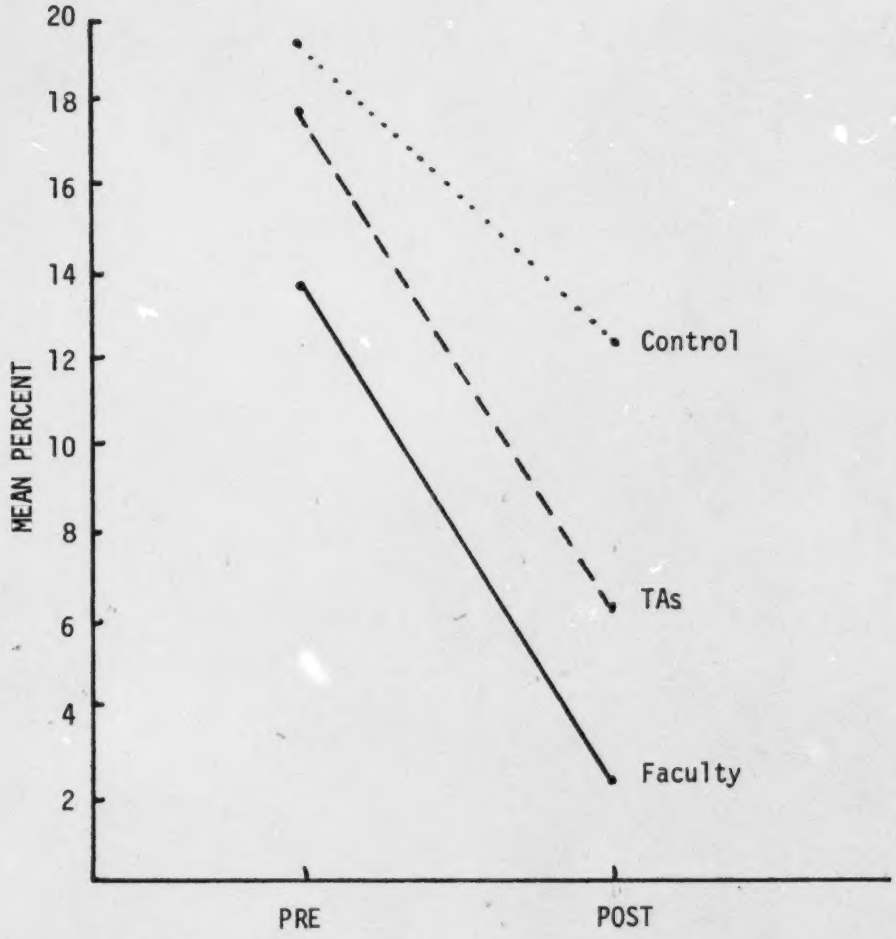

FIGURE 4: Taped Situation Test: Percent of unassertive responses made by each group, pre and postseminar.

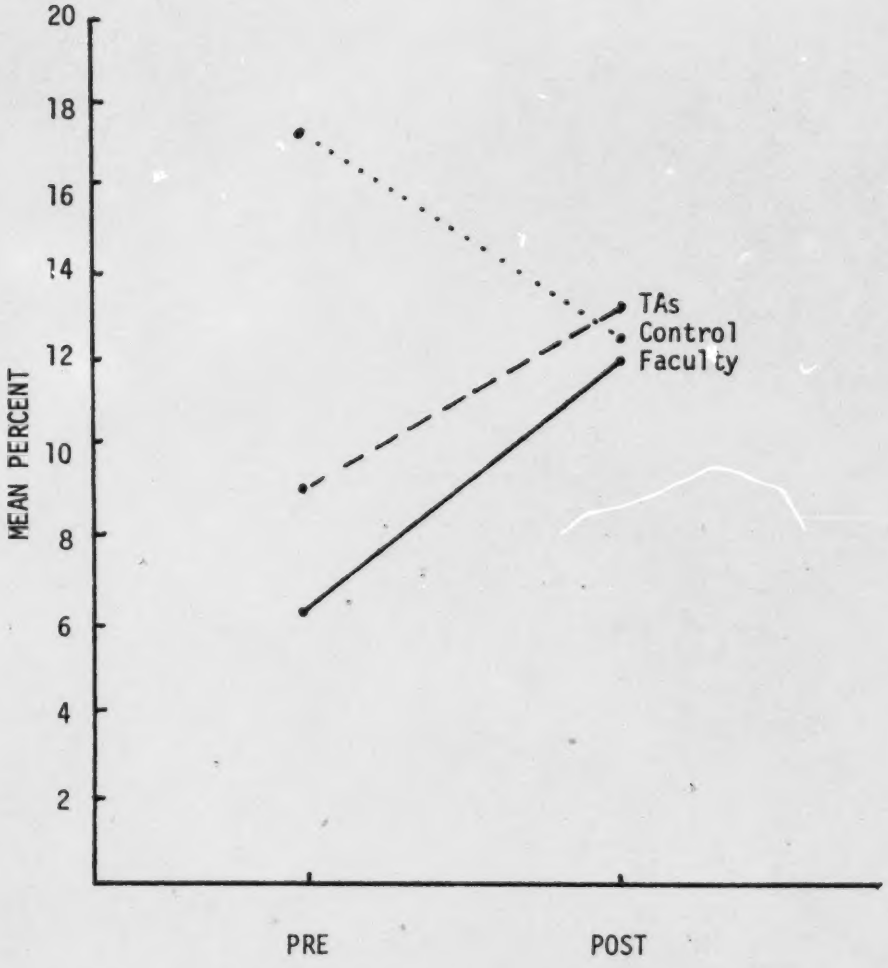

FIGURE 5: Taped Situation Test: Percent of aggressive responses made by each group, pre and postseminar.

Workshop Evaluation by Participating Instructors

At the end of the last session, participants were asked to fill out a Workshop Evaluation Form as candidly as possible. The evaluations were filled out anonymously.

The responses was quite favorable. On a scale from 1 to 5 with 1 being the most satisfied, the mean satisfaction scores were 1.30 for the TA group and 1.60 for the Faculty group. Tables 5 and 6 summarize the data obtained.

Six Month Follow-up

Informal meetings of both the TA and the Faculty groups were held six months after the end of the seminars. About half of the participants in each group attended (5 out of 9 Faculty, 6 out of 11 TA's). The comments about the effects of the assertive skills seminar were overwhelmingly positive. Each person recounted specific ways in which his/her behavior had changed as a result of the workshop. These changes towards greater self-confidence and increased assertive behavior had generalized beyond the student/teacher interaction that had been the focus of the program. The situations which were reported ranged from greater effectiveness in a job interview to increased ability to set limits with their children. Although the follow-up meetings were attended by a self-selected group, the fact that slightly over half of the original participants reported concrete changes towards more assertive behavior in all areas of their lives, is very encouraging.

CONCLUSIONS AND FUTURE DIRECTIONS

The survey mailed to all faculty members and teaching assistants (TA's) in September, 1976 was designed to assess the amount of interest and need for an Assertiveness Skills program. Of the respondents, only 22% of the TA's and 34% of the Faculty indicated no interest in attending an Assertiveness Skills workshop. This leaves a high percentage indicating an interest

TABLE 5. WORKSHOP EVALUATION--TEACHING ASSISTANTS

Questions	Rating Scale										Mean
1. How satisfied were you with the seminar?	1 very satisfied		2		3		4		5 very dissatisfied		1.30
2. Would you recommend it to a friend?	1 definitely yes		2		3		4		5 absolutely not		1.17
3. How closely did it fit the description?	1 very close		2		3		4		5 way off		1.75
4. How helpful has it been?	1 very helpful		2		3		4		5 not helpful		1.50
5. Should it be a regular program?	1 definitely yes		2		3		4		5 definitely not		1.08
6. How many sessions should it be increased or decreased?	- 4 less	3	2	1	0	1	2	3	4 + more		+.50
7. What was your reaction to the "taped situation test"?	1 very realistic		2		3		4		5 very artificial		2.92
	1 very easy		2		3		4		5 very difficult		2.54
8. Could it be helpful?	1 definitely yes		2		3		4		5 definitely not		1.73

TABLE 5. WORKSHOP EVALUATION--TEACHING ASSISTANTS (continued)

Individual Components	Rating Scale					Mean
	worthwhile				not worthwhile	
1. Videotape	1	2	3	4	5	1.50
2. Inane topics exercise	1	2	3	4	5	2.67
3. Most unpleasant exp.	1	2	3	4	5	2.08
4. Three-person role-plays	1	2	3	4	5	1.67
5. Large group role-plays	1	2	3	4	5	1.42
6. Inner dialogue exercises	1	2	3	4	5	1.42
7. What to do when it fails	1	2	3	4	5	1.17
8. Homework assignments	1	2	3	4	5	2.08

Booklet	Rating Scale					Mean
The booklet was	1 clear	2	3	4	5 confusing	1.67
	1 helpful	2	3	4	5 useless	2.00
	1 interesting	2	3	4	5 boring	1.67

TABLE 5. WORKSHOP EVALUATION--TEACHING ASSISTANTS (continued)

Leaders	Rating Scale					Mean
	not at all	slightly	some-what	pretty much	very much	
To what degree was Evelyn Hill:						
1. Sensitive to group	1	2	3	4	5	4.64
2. Sure of herself	1	2	3	4	5	4.80
3. Clear in communication	1	2	3	4	5	4.73
4. Skillful as leader	1	2	3	4	5	4.82
To what degree was Marilla Svinicki:						
1. Sensitive to group	1	2	3	4	5	4.82
2. Sure of herself	1	2	3	4	5	4.09
3. Clear in communication	1	2	3	4	5	4.45
4. Skillful as leader	1	2	3	4	5	4.45

N = 12

TABLE 6. WORKSHOP EVALUATION--ASSISTANT PROFESSORS

Questions	Rating Scale										Mean
1. How satisfied were you with the seminar?	1 very satisfied		2		3		4		5 very dissatisfied		1.60
2. Would you recommend it to a friend?	1 definitely yes		2		3		4		5 absolutely not		1.60
3. How closely did it fit the description?	1 very close		2		3		4		5 way off		1.50
4. How helpful has it been?	1 very helpful		2		3		4		5 not helpful		1.70
5. Should it be a regular program?	1 definitely yes		2		3		4		5 definitely not		1.10
6. How many sessions should it be increased or decreased?	- 4 less	3	2	1	0	1	2	3	4 + more		+.80
7. What was your reaction to the "taped situation test"?	1 very realistic		2		3		4		5 very artificial		2.89
	1 very easy		2		3		4		5 very difficult		2.20
8. Could it be helpful?	1 definitely yes		2		3		4		5 definitely not		2.00

TABLE 6. WORKSHOP EVALUATION--ASSISTANT PROFESSORS (continued)

Individual Components	Rating Scale					Mean
	worthwhile				not worthwhile	
1. Videotape	1	2	3	4	5	1.50
2. Inane topics exercise	1	2	3	4	5	2.60
3. Most unpleasant exp.	1	2	3	4	5	1.60
4. Three-person role-plays	1	2	3	4	5	1.20
5. Large group role-plays	1	2	3	4	5	2.10
6. Inner dialogue exercises	1	2	3	4	5	1.60
7. What to do when it fails	1	2	3	4	5	1.70
8. Homework assignments	1	2	3	4	5	2.50

Booklet	Rating Scale					Mean
The booklet was	1 clear	2	3	4	5 confusing	1.50
	1 helpful	2	3	4	5 useless	1.60
	1 interesting	2	3	4	5 boring	1.50

TABLE 6. WORKSHOP EVALUATION--ASSISTANT PROFESSORS (continued)

Leaders	Rating Scale					Mean
	not at all	slightly	some-what	pretty much	very much	
To what degree was Evelyn Hill:						
1. Sensitive to group	1	2	3	4	5	4.80
2. Sure of herself	1	2	3	4	5	4.70
3. Clear in communication	1	2	3	4	5	4.70
4. Skillful as leader	1	2	3	4	5	4.80
To what degree was Marilla Svinicki:						
1. Sensitive to group	1	2	3	4	5	4.50
2. Sure of herself	1	2	3	4	5	3.60
3. Clear in communication	1	2	3	4	5	4.50
4. Skillful as leader	1	2	3	4	5	4.50

N = 10

in such a workshop (78% of TA's and 66% of total faculty including full professors).

The level of perceived difficulty in dealing with typical teacher/student situations was fairly high, especially for the groups indicating an interest in the program. The top four situations were rated as being areas of definite difficulty (rated 1 and 2 out of 5) by approximately 30% of the total faculty and 38% of the interested faculty. However, of the TA's, only about 23% gave ratings of 1 and 2 (out of 5) to the top four situations.

The other problem area of most concern for both faculty and TA's was "defending your interests." Of the total faculty, 41% indicated feeling uncomfortable with this (30% answered "Yes", 11% answered "Sometimes"). Once again, the TA's reported a somewhat lower level of difficulty. Of the total TA's, 36% indicated feeling uncomfortable (29% answered "Yes", 7% answered "Sometimes").

In summary, the results of the survey indicate a need and an interest on the part of many faculty members and teaching assistants in an Assertiveness Skills program. While TA's report somewhat less difficulty in the areas surveyed, they also express greater interest in attending a workshop designed to address those areas. The reasons for these discrepancies are not clear. It is recommended that future research explore further the areas of concern of TA's. It would be helpful in future programming to know if TA's actually experience less difficulty in classroom situations than do faculty, or merely report less difficulty, of if they experience difficulty in other areas that were not covered in the survey.

The pilot program which was held in the fall of 1976 was well-received by the participating instructors, who uniformly reported a great deal of satisfaction with the Assertiveness Skills workshops (on a 1 to 5 scale, average TA rating was 1.30, average faculty ratings was 1.60). The participants also felt that the program should be a regular offering of the Center for Teaching Effectiveness (both TA's and Faculty answered "definitely yes").

The results of the four evaluation measures were mixed. The participants' evaluation of the seminar and its usefulness to them, as measured by the Workshop Evaluation and the Follow-up Survey, were overwhelmingly positive. The self-report measure of social competence approached significance. The in-lab measure of assertive behavior failed to show a statistically significant difference.

The discrepancy between the high level of self-reported satisfaction and change as a result of the workshop, and the low level of behavioral change as measured by two of the evaluation instruments used, has several possible explanations.

First, it is very difficult to show statistically significant results when using groups having a small N and a large standard deviation. The trend was in the expected direction on both the Questionnaire and the Taped Situation Test and it is possible that with a somewhat larger N the results would have reached statistical significance. Second, the evaluation instruments were experimental and may not have been sensitive to changes in behavior since reliability and validity data on a facutly population are lacking. Finally, the workshop may have provided an emotionally rewarding group experience to the participants who therefore felt positive about it without this necessarily implying a change in actual behavior. The follow- up group may have primarily experienced an affective change, feeling more self-confident and comfortable in certain interpersonal interactions than they had before. The behavioral measures, particularly the Taped Situation Test, would not have been as sensitive to this type of change as the self-report measures.

Recommendations for future research include the need to develop new and more appropriate instruments or to validate existing instruments on a faculty population. It would also be desirable to incorporate a formal follow-up study in future programs of this type, to assess the permanency of behavior change.

Our overall view of the pilot program conducted at the University of Texas is that the Assertiveness Skills program was highly successful as rated by the participants, and served to fill the need felt by faculty to increase

their interpersonal skills in the instructional situation. One of the benefits frequently mentioned by the participants was the opportunity to share concerns with faculty outside of their own departments.

It should be noted that the participants in the pilot workshop were fully functioning individuals with no obvious psychological deficits. The program served a growth function rather than a remedial one.

The role-playing was rated as having the greatest benefit of all the activities. Next came the cognitive restructuring, which enabled some instructors to stop taking responsibility in areas that clearly belonged to the student, and helped others to take a less defensive stance.

There was one problem for which we did not find a solution, the time factor. Five two-hour sessions was the time frame that worked best. We experimented with shorter workshops but the participants stated they would have preferred more time. However, faculty find it difficult to commit ten hours to an activity that must be added to all their other duties. Therefore many instructors who wanted to be in the workshop were not able to do so because they did not have the time available. Small colleges can set aside a time each week for faculty development during which no classes are scheduled. Perhaps that is something to work toward in the larger universities as well.